

Indonesian Children English Development through Home And School Learning

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Abstract: Learning English as a Foreign Language (EFL) starting at early age is considered a better alternative than learning EFL at older age. This study aims to examine the development of children's English capability especially in speaking, after they have studied at home with Indonesian parents and at school with Indonesian teachers. This study is a longitudinal case study examining 2 children aged 80 and 52 months. The data were in the form of children's English utterances, and were taken within 1-2 year intervals. The data were collected by recording their speech, interviewing to both children and parents and carrying out participant-observations during data collection. Data analysis was performed using MLU (mean utterance length); UB (Upper Bound) or the number of morphemes of the longest utterance and Morpheme Acquisition (the types of morphemes acquired). The result is that in general they were able to converse in English, but they had different levels of MLU, UB and Morpheme acquisition. This difference was ascribed to differences in the EFL intervention and learning experience. The first research subjects learned English with Direct Learning in courses and schools, she got her English in no time and her MLU was moderate. The second research subject experienced learning English from a very early age at home with his parents, his MLU were high.

Keywords: development; English capability; children; mean length of utterance

Abstrak:

Pembelajaran bahasa Inggris sebagai asing (EFL) yang dimulai diusia dini dianggap sebagai alternatif yang lebih baik dari pembelajaran EFL diusia dewasa. Penelitian ini bertujuan untuk meneliti perkembangan kemampuan berbahasa Inggris anak-anak terutama kemampuan berbicara, setelah mereka belajar di rumah dengan orang tua Indonesia dan di sekolah dengan guru Indonesia. Penelitian ini adalah sebuah studi kasus longitudinal yang meneliti 2 anak berusia 80 dan 52 bulan. Data berupa ujaran anak-anak dalam Bahasa Inggris, dan diambil dalam 1-2 tahun interval. Pengambilan data dilakukan dengan merekam ujaran mereka, menginterview anak-anak dan orang tua dan partisipan-observasi dilakukan selama pengambilan data. Analisis data dilakukan dengan menggunakan MLU (rata-rata panjang ujaran); UB (jumlah morfem dalam ujaran terpanjang) dan Morpheme Acquisition (jenis-jenis morfem yang dikuasai). Hasilnya ialah bahwa kedua anak ini walaupun secara umum mereka dapat berbicara dalam Bahasa Inggris, namun memiliki level MLU, UB dan Morpheme acquisition yang berbeda. Perbedaan ini berasal dari adanya intervensi dan pengalaman belajar EFL yang berbeda. Subjek penelitian pertama belajar bahasa Inggris dengan Metode Langsung di kursus dan sekolah, dia menguasai Bahasa Inggris dengan cepat, dan MLUnya sedang. Subjek penelitian ke dua, belajar bahasa Inggris sejak usia sangat dini di rumah dengan orang tuanya, dan hasil MLUnya tinggi.

Kata kunci: perkembangan; kemampuan Bahasa Inggris; anak-anak; rata-rata panjang ujaran

INTRODUCTION

Interest in emerging English as a Foreign Language (EFL) proficiency from an early age has been increasing in recent years. Learning (EFL) has been considered easier at an early age (Nunan, 2018) which encourages parents to take advantage of the young age to learn English. Good EFL at young age is important and helps children prepare better for higher levels of education (Nurjaman et al., 2020), so school readiness and future educational success is best predicted from this early language skills (Hoff, 2013). Learning a foreign language early on helps children acquire native-like accents and a good attitude towards language learning eventually (Hu, 2016)

and it even leads to an increase in communication skills and cognitive development (Ghasemi & Hashemi, 2011). In terms of economic success, Nunan confirmed that EFL abilities in children was considered to improve their economic abilities in the future (Nunan, 2018).

The increasing demand for good EFL programs has immediately become a lucrative business and prompted the growth of an entirely new business market but no cheap cost. There is a tendency that many Indonesian children have been introduced to English from their early ages, but many have not achieved the expected English proficiency due to some reasons like an ineffective program or other challenges (Copland et al., 2014). Parents' own EFL teaching at home grows to be an alternative, because their involvement in children's English learning may foster engagement, motivation and self-efficacy (Sumanti & Muljani, 2021). Yet, this is quite a challenge because even though this is an informal home learning, a well-planned, consistent program and parents' good command of English needs to be considered (Ratnadewi & Wijaya, 2021).

In teaching EFL for children, the crucial thing that needs attention from various related parties is sufficient input and interaction. It should be prioritized, due to its role in providing a language environment that resembles the real environment. Input is language knowledge gained by learners, namely language grammar; while interaction is how these language forms are used in conversation (Saxton, 2017). Language input affects students' language development as long as it was carried out in social interaction (Ferjan Ramirez & Kuhl, 2017); (Ramírez-Esparza et al., 2017). For input, Tomlinson required that the exposure or input given should be comprehensive; rich; meaningful; authentic and repeated (Tomlinson, 2007). Beside that diverse input roles such as length of instruction, type of instruction, and use of L2 outside the classroom may encourage rapid development of participants' fluency and lexicograms (Saito & Hanzawa, 2018).

In learning foreign languages for children, several studies have found significant roles for input and interaction on children's foreign language skills, a study found that children's foreign language production and understanding increased significantly when learning was carried out with intensive input and interaction (Ferjan Ramirez & Kuhl, 2017). Soriente's research found that the acquisition of Indonesian time markers for Italian children studying in Indonesian schools was better than their own language time markers (Soriente, 2014), input and interaction at Indonesian school accelerated the Indonesian acquisition better. It is recommended that parents stimulate conversation with their children and undertake literacy activities to develop their first or second language (Beller, 2008).

Balanced input and interaction in foreign language learning outside its country needs to be created because grammar, phonetics and syntax do not develop under the exposure of media like recordings or videos unless there is an interaction (Kuhl et al., 2003; Saxton, 2017). Artificial input and exposure in the form of storytelling, conversing and playing with native speakers allow children to get significant gains in comprehension and production in a short time (Ferjan Ramirez & Kuhl, 2017). Meanwhile, fluent parents can be both input and interaction causing children's vocabulary and grammar development better (Saxton, 2017). Even for native and migrant preschoolers, significant progress in children's verbal production can be achieved through rich vocabulary input and literacy activities (Beller, 2008). Input and interaction is absolute in foreign language acquisition and language learning (Frederick, 2011).

Teaching EFL in non-native English countries with non-native English teachers inevitably face some problems, EFL teaching in several Asian countries faces important problems, namely less learning material, unsupportive environment, big classes and low motivation (Hasanah & Utami, 2020). There is also a tendency for a non-native English teachers to maintain the grammar and translation teaching and rote learning in EFL classes (Nagamine, 2017). Beside that the cultural differences between non-native English teachers and EFL may lead to problems, EFL learning is bilingual but it raises question whether it has to be bicultural or not. Hayes suggested that multicultural was more preferable in EFL learning (Hayes, 2009). This idea improves the English language teaching monolithic view based on western conception of ideal teaching practice.

Despite the difficulties and expectations, EFL learning by parents themselves at home is a promising alternative. There are not many researches on this subject, however some studies deserve our attention. The first is that of Brito which stated that the language environment at home for children's early years was very important for language perception and good opportunities for intervention (Brito, 2017). A research by Helton (Helton et al., 2018) found that home routine activities have a positive psychological impact on children and give a good impact on English mastery (Susanty et al., 2021) beside that home activity like watching animated films to introduce EFL has succeeded in making them able to speak English spontaneously (Scheffler, 2015). Home support like an open parenting style has a positive impact on children's English performance (Butler & Le, 2017) and routine activities at home that is programmed, directed and consistent is an effective input and interaction for non-English speaker children in a non-English speaking country (Ratnadewi & Wijaya, 2021).

How is the attainment of children's utterances after home or school EFL learning? Every normal children's language develops, to identify the grammatical development in children's utterance mean length of utterance (MLU), upper bound (UB) or the longest utterance and morpheme are excellent simple identifiers (Brown, 1973). Number of words or morphemes in children's spontaneous speech (MLUm-w) is one of the strongest indices for their language acquisition or learning (Ezeizabarrena & Fernandez, 2018). The higher the child's MLU, the higher the child's mastery of language (Brown, 1973), notwithstanding MLU can be improved with teacher intervention in children's utterance expansion, especially for those whose development is not age-appropriate (Geffen, 2018). MLUm-w reports very young children development in expressive vocabulary, nominal and verbal morphology (Ezeizabarrena & Fernandez, 2018). It identifies children whose syntactic development needs evaluation and whose linguistic stage is developing rapidly; it can predict the age most associated with MLU outcomes (Miller & Chapman, 1981) and mark a language impairment (Rice et al., 2010). MLU is a crude measure (Owens, 2016) which requires other aspects, such as the situational context that underlies this production, therefore, additional tools such as the number of the longest speech in utterances or Upper Bound (UB) and Morpheme acquisition table are required to obtain more detailed acquisition observations (Brown, 1973; Miller & Chapman, 1981).

Researches on ELT learning for children in non-English speaking countries have been dominated by the ones at ELT learning institutions, few have investigated ELT learning by their own parents and in their own countries. This research examines to what extent Indonesian children's English have developed after learning English at home with Indonesian parents and at school with Indonesian teachers.

METHODS

This research design is a longitudinal trend study, in which the data were taken twice within 1-2 years interval and were changed for the different times (Krathwohl, 1998). It is a case study in which it was closely and in-depth observed (Yin, 2003) from two children who experienced the EFL learning during their first language (L1) acquisition.

Research subjects

The research subjects were Key, 80 months old and Val, 52 months old. The EFL learning for Key started when she was 46 months, she joined an 8-month English course and continued to join an English class twice a week at school when she was 72 months old. Both institutions used Direct Learning approach. Val started EFL routine learning at 13 months of age with videos, books and English daily interactions with parents and other members of the family.

Data Collection and Instrument

The data obtained for analysis were: the children's utterances and their morphemes. Data 1 were taken from Key when she was 56 months old and Val at 40 months old with 130 utterances each. Data 2 were from Key, 80 months and Val, 52 months with 130 utterances each. Data 1 and

2 were taken within 1 to 2 years interval. Data collection instrument was Samsung J7 speech-to-text voice recorder, interview and participant-observation with the researcher as the key instrument. The children's spontaneous speech in their daily talk with parents and other members of the family was recorded. A semi-structured interview was given to the mothers and an unstructured interview was also given to the subjects to encourage talk. Direct-participant observation was carried out to obtain additional information in real time and context (Yin, 2003). The mothers' interview aimed at obtaining data such as the age to start learning English, the type and frequency of English input and interaction, context, reason and to confirm the findings of the recording. Several methods, namely recording of dialogue, interviews and participant-observation to obtain major and minor data was meant to be a triangulation to provide corroborating evidence (Creswell, 2014; Creswell & Miller, 2000)

Data Analysis

The main data were children's utterances and their morphemes which were transcribed automatically by the instrument, they were selected and reduced to see their English utterance attainment. The Mean Length of Utterance (MLU) and Upper Bound (UB) or length of the longest utterance in the given sample were used (Brown, 1973). The types of morphemes that mark certain grammatical functions were measured using a Morpheme Acquisition Table (Brown, 1973; Miller & Chapman, 1981).

RESULTS

The following is the finding of the research to examine the research subjects' English development of their utterances.

Mean Length of Utterance and Upper Bound Attainment

MLU is an estimate of language complexity for English-speaking children, this research finding is in line with Owen's opinion that there is a positive correlation between MLU and age, but it can vary widely (Owens, 2016) based on the underlying situation. In this research, MLU was used to measure the development of the research subjects' English, they were not native English speakers and did not stay in English speaking country. However, both of them learned English as a foreign language during the L1 acquisition period, so they also proceeded to acquire EFL as if English was their first language. Table 1 illustrates the MLU achievements of these two research subjects. Table 1 shows the English acquisition of the recorded utterances, M means the number of morphemes of their utterances, MLU means the average length of utterances and UB means the upper bound or longest morpheme of their utterances. There were 2 M (morphemes) of each child meaning morphemes from Data 1 and data 2.

Table 1. Mean Length of Utterance and Upper bound

| Name | M | Ages (months) | MLU | Normal MLU | Stage | Normal Stage | Upper Bound |
|------|-----|---------------|------|------------|-------|--------------|-------------|
| Key | 305 | 56 | 2.35 | 4.5+ | II | V | 5 |
| | 377 | 80 | 2.9 | 4.5+ | III | V+ | 10 |
| Val | 559 | 40 | 4.3 | 3.0 – 3.75 | V | IV | 8 |
| | 624 | 52 | 4.8 | 4.5+ | V+ | V+ | 19 |

Table 1 illustrates the children's achievement. From Key's 130 utterances, 305 morphemes were obtained, and her MLU achievement was 2.35 or level II lower than Brown's MLU table, which shows that children aged 56 months are usually at level V+ (Brown, 1973). While her UB reached 5 morphemes. The second data was collected with an interval of 2 years, because after the age of 56 months, there was no English learning intervention on Key, so data 2 was taken at

the age of 80 months. From 130 utterances, 377 morphemes were obtained and the MLU achievement was 2.9 or level III when compared to the MLU table that at the age of 52 months the children's MLU was usually at level V+. And the results of UB reached as far as 10 morphemes.

For Val, from 130 Val utterances, 559 morphemes were obtained and the MLU achievement was 4.3 or level V compared to MLU table that the age of 40 months is usually at level IV (Brown, 1973). Meanwhile, for UB or the length of the longest utterance in the sample, reached 8 morphemes. One year later, data collection was repeated, namely at the age of 52 months, from 130 utterances, 624 morphemes were obtained and the MLU achievement became 4.8 or the V+ level, this is in accordance with the normal MLU table (Brown, 1973) that 52 months of age is usually at the V+ level. And the result of UB or length of the longest utterance in the sample was as long as 19 morphemes.

In Data 1, both Key and Val are in a higher and lower position than the normal children's language according to the MLU table. Val is at the age of 40 months where the normal MLU is usually IV, but he reached stage V, while Key at the age of 56 months it should be in MLU V but she was at level II. The results of data collection 2 resulted in the finding that they were at the same and lower position compared to the normal MLU. Val at the age of 52 was at Level V+ according to the normal MLU it means appropriate, while Key at the age of 80 was at level III which should have reached level V+.

With achievements like those in Table 1, it can be explained that Key is at a stage below her normal level of English achievement, while Val has achieved English achievement above or equal to the normal level he should be. This situation was predicted by Owen (Owens, 2016) that there is a positive correlation between MLU and age, but it is very likely to vary.

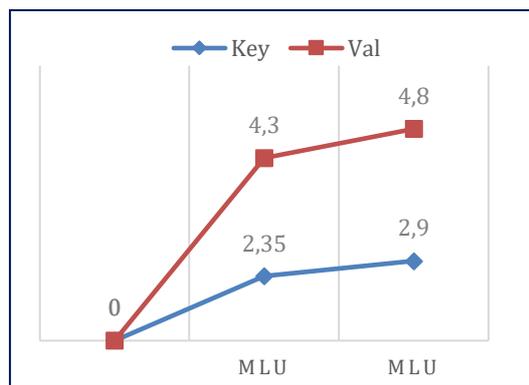


Figure 1 : The Attainment of Mean Length of Utterance

By living in Indonesia and with Indonesian families, these two children experienced to obtain EFL together with Indonesian as their first language. So that their learning and/or acquiring EFL was actually an intervention on their L1 acquisition (Ratnadewi & Wijaya, 2021), and it turns out that both of them got good gains in English as a Foreign Language. The achievements of these children can be illustrated in Figure 1

Figure 1 describes the MLU achievements of the two research subjects on Data 1 and 2. At the time Data 1 was taken, Key, who was 56 months old, finished taking a children's English course using the Direct Learning approach, with English as the language of instruction. MLU Key reached 2.35. While Data 2 was taken when Key was studying English at school using the Direct Learning approach twice a week, at that time Key's MLU reached 2.9. So that MLU Key has increased by 19%. While Val' data 1 collection was carried out at 40 months of age and managed to reach MLU 4.3 after participating in the home English language learning program. In Data 2, where Val participated in a home advanced program, namely providing richer input and

interaction as a preparation for entering school, Val's MLU reached 4.8 or an increase of 10%. So Figure 1 shows that with a different background of learning English, Key, although were at level III but has experienced a significant increase, while Val has reached level V+ and improved his MLU very well.

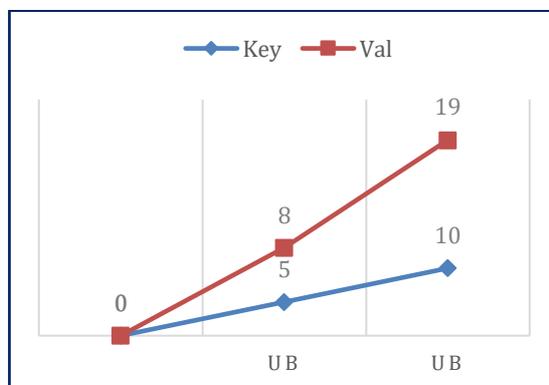


Figure 2 : Upper Bound Achievements

Figure 2 is a description of the Upper Bound achievements of the two research subjects in Data 1 and 2. What needs to be known from this table is that the first is the position of each child's UB, namely Key at the beginning of data collection, after receiving input and interaction in the child's English course, Key was able to express utterances consisting of at most 5 morphemes. The second data was taken when Key attended English lessons with direct learning, UB which Key had achieved at that time reached 10 morphemes, thus Key was able to increase his ability up to 50%. Meanwhile, Val with prepared, programmed and consistent English programs at home from an early age, was able to express utterances consisting of as far as 8 morphemes. The second data was taken when Val continued and developed his previous active input and interaction activities as a school preparation. The UB that Val managed to achieve at that time reached 19 morphemes, thus increasing his ability by 60%.

The Morpheme Acquisition

The Morpheme Acquisition described in Table 2 represents the findings of the observed children's ability to express functional morphemes in utterances. The table adopted from Brown and Miller (Brown, 1973; Miller & Chapman, 1981) that is usually used to see the ability of certain morphemes based on the age and order of acquisition of native English speaking children. In this study the order of acquisition was not discussed because this table was adopted for children of non-native English speakers so the language environment is different and the order of morpheme acquired is not the same.

Table 2 : The Morpheme Acquisition

| No | Morphological feature | Attainment | |
|----|-----------------------------------|------------|-----|
| | | Key | Val |
| 1 | Present progressive -ing | + | ++ |
| 2 | In | + | + |
| 3 | on | o | ++ |
| 4 | Plural -s | + | ++ |
| 5 | Irregular Past tense | o | + |
| 6 | Possessive -s | o | + |
| 7 | Uncontractible copula | o | + |
| 8 | Articles | ++ | ++ |
| 9 | Reguler past tense -ed | o | + |
| 10 | Regular 3 rd person -s | o | o |

| No | Morphological feature | Attainment | |
|----|---------------------------|------------|-----|
| | | Key | Val |
| 11 | Irregular third person | o | o |
| 12 | Uncontractible auxilliary | o | o |
| 13 | contractible copula | + | ++ |
| 14 | contractible auxilliary | + | ++ |

Notes : (o) not found; (+) found; (++) many

Table 2 is the list of morphemes achievement and frequency of the research subjects where the data were taken from Data 1 and 2. The –ing morpheme was found in Key's utterances, such as in the utterances 'I'm drawing' or 'working' (to the question 'Where's your dad?'), while in Val, this morpheme was quite common such as 'The pea's sleeping here' or 'Look, something flying. Meanwhile, the morpheme that functions as the preposition 'in' was not often found in both children's utterances. In Key, one example of the utterance with 'in' is, 'Yes, inside the house with B (the subject's brother)', also in Val, there was only one utterance that used the preposition 'in', namely 'I looking my tab in my room*'). Meanwhile, only one -s morpheme as a regular plural indicator was found in Key's utterances, on the other hand, Val produced these morphemes repeatedly, for example 'teapots and cups and spoons' or 'three flowers fall' and many others.

The next morphemes are irregular past tense; possessive –s and uncontractible copula which were not found in any Key's utterances, but unlike her, irregular Past tense morphemes was found in some Val's utterances, for example in 'I found the Dad' or in 'I forgot my tab', while possessive markers morphemes were found only once in Val's utterance, namely 'It's J's room'. A single morpheme for uncontractible copula was found in 'It is' (as an answer to the question 'It's beautiful, isn't it?'). Meanwhile, especially for morphemes functioning as articles, quite a lot of them were found in these two children's utterances, for example in Key: 'Do you like a dragon?' or 'and I make the bedroom'. And Val said like 'Look at the sun, it's so bright and shiny' or 'The water flow to the ditch'.

Other morphemes that is the regular Past tense marker morphemes were found in Val's speech, namely 'it's smashed' and 'all popped', and uncontractible auxiliary marker morphemes were also found in Val's 'No police car is coming' or 'Mama is gone'. These two morphemes were not found in Key's utterances but contractible copula markers morphemes were discovered in Key's utterances, for example 'It's so pretty' or 'yes, I'm offline'. In Val, this morpheme was found quite a lot in his utterances, for example in utterances such as 'It's fire truck'; 'I'm full' or 'It's too hot'. And the last is the contractible auxiliary markers found in Key's utterances, namely 'I'm meet with my friend*') and 'I'm eat mango*') although this doesn't seem to be the real auxiliary, because this is probably a temporary form of the present tense sentence that should be without the auxiliary 'to be'. Val's utterances only contained one contractible auxiliary morphemes, namely 'It's broken'.

From Table 2 above, it can be seen that there are similarities and differences in the acquisition of the two research subjects. For example, they both have not produced the regular third person marker morpheme –s; irregular third person and uncontractible auxiliary. In addition, both of them also slightly expressed utterances with the preposition 'in', because only one or two utterances were found with 'in'. And for the articles it seems that these two children are quite proficient in using articles because they were found in many of their utterances.

What about their differences? It is seen that Val produced a lot of utterances with various morpheme functions except the three mentioned above. The morphemes that appeared frequently and had a high frequency are present progressive marker morphemes '–ing'; preposition 'on'; plural '-s'; articles; contractible copula and auxiliary. In contrast, various morphemes such as the preposition marker morpheme 'on'; irregular past tense; possessive '-s'; uncontractible copula; the regular past tense '-ed' and the three morphemes mentioned above were not found in Key

What is interesting about the utterances of the two children discussed above is that the vocabulary variants of the two were very different. Key sentences tend to be simple sentences about herself, so the use of subject 'I' dominated her sentences for example 'I'm so happy' 'Yes I'm offline' 'I have fish, cat and hamster'. Her English had formal characteristics such as those obtained in institutions such as courses and schools. Conversely, Val sentences were simple and compound with a variety of everyday topics, for example 'You bump your head?' or 'my legs not hot because I really quick'*) or 'I don't feel with the pee' or 'the tornado is dangerous, it spin everything' or 'it mean you too heavy for the chair'.

DISCUSSION

English language learning program for children carried out in an orderly, consistent and continuous manner gains significant progress. Learning at home when it is used as a daily language is even better than formal learning. Learning at school is beneficial when it is carried out in English. The two children in this study after experiencing different English learning interventions and experiences, their English development increased.

The MLU findings in the children are in accordance with the research of (Ezeizabarrena & Fernandez, 2018) that MLUw-m can report and identify children's language development. This study also complements the results of Santos' research (Santos et al., 2015) that MLUw children are influenced by parental education, but it is also necessary to ensure the type of intervention chosen by parents because it certainly affects the results. As in the case of Key and Val, the results were different because of different interventions. The research findings like Owen's opinion (Owens, 2016) that MLU is actually still an unfinished measure that makes the result varies. Especially that the language environment was completely different, where surrounding people, sources, daily language was non-English. For Val, the language environment was a balanced Indonesian and English when he was at home, when he was outside the house there was only Indonesia and Javanese as his local language. While for Key, the introduction to EFL was given not as early as Val, which is why the key language environment was mostly Indonesian, except when she was joining the course and school where English was mostly used. If it is seen from each of these children attainment, it seems compatible with Kiatkheeree's research that language environment has a strong influence on the achievement of language skills (Kiatkheeree, 2018). The order of children's morpheme acquisition used here was not in Brown's order where the top order morpheme is the first expressed in children, because it is not like English native speaker children, the input and interaction available really depends on the parents, caregivers or teachers' creation of the environment. The only similarity found was the morpheme-ing and affirmative sentences which the research subjects obtained first (Owens, 2016).

That is to say that the difference in the mastery of MLU, UB and morphemes from the two research subjects cannot be separated from how effective the input and interaction are received by the children. How long, what age, type, source of input, as well as type, frequency, characteristics of interaction are aspects that greatly affect the mastery of the three aspects. For each of the children studied, the inputs and interactions given were different. Key, for example, the language environment was left to the good institutions experienced in EFL learning for children. In a short time, namely a total of 8 months in Data 1 and 5 months in Data 2, Key has reached MLU level III. This is in line with Sougari's (Sougari & Hovhannisyanyan, 2016) research that age, exposure to good English at school or in foreign language courses, prepared learning materials and highly favorable language learning conditions, create a positive and favorable atmosphere for language acquisition.

Whereas in Val, these input and interaction has been programmed from an early age, the mother also acted as input by using EFL as a colloquial language along with his L1, so that the input and interaction obtained is quite rich from the early age. Val reached MLU V+. These result is in line with Brito's research that home language environment plays an

important role in the development of language perception (Brito, 2017) and also supports Ramirez and Kuhl finding that programmed and active foreign language learning results in significant growth in children's foreign language comprehension and production (Ferjan Ramirez & Kuhl, 2017).

The implication of this finding is that because this research has found evidence that children who are non-English speakers and live in non-English speaking countries can get EFL with good development, anyone in this setting is possible to develop children's English well anywhere. Mother's English skills, other caregivers and teachers are able to develop EFL skills as expected. Thus, this principle can be applied to families who want their children to speak English or applied to schools with an appropriate approach so that learning outcomes are in accordance with learning objectives. The collaboration between parents and teachers is also a beneficial collaboration in foreign language learning.

CONCLUSIONS

After learning English at home and at school with Indonesian teachers and parents, the subjects of this study managed to achieve good English skills and were able to speak English with other people. This English proficiency is reflected in the results of the Mean Length of Utterance or MLU, UB or upper bound which means the length of the longest morpheme in utterance and Morphemes Acquisition, namely the types of morphemes that these children produced. The first research subject managed to achieve MLU III in short after joining EFL learning in courses and school, she managed to achieve a fairly good UB. While Val with EFL learning at home managed to achieve normal MLU as English native speaking children. His UB achievements were found quite long in his utterances. As for the types of morphemes used in conversation, of the 14 morphemes displayed, they were able to produce 50% - 79% of the types of morphemes.

The MLU Key was lower than Brown's MLU table, the UB was not long and she was able to produce 50% of the functional morphemes displayed in the table of Morpheme acquisition, but as an Indonesian children living in Indonesia, this achievement is quite good, because it means that she is able to communicate in simple English. Meanwhile, Val's MLU is higher and the same with Brown's table, the UB is long and he acquired 79% of the functional morphemes displayed in the Table of Acquisition. For an Indonesian child who lives in Indonesia with Indonesian parents and environment, his English was very good, because he was able to communicate fluently in English as a daily language. Val even speaks two languages this time, English and Indonesian at his very young age. Differences in both children ability in speaking English is due to different English intervention and experiences they had. Both children lived in non-English speaking country with non-native English parents and community, but with sufficient input and interaction they achieved their capability. Input and interaction were obtained by utilizing various learning resources and parental English skills, as well as by daily learning at home that is programmed, directed and consistent and through educational institutions with appropriate learning approaches as well.

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